Business Technology Lab and Business Cooperative Experiences

BUSINESS TECHNOLOGY LAB I

5244   *(BUS TECH I)*
CIP Codes: 11.0601 Data Entry/Microcomputer Applications, General; 11.0602 Word Processing; 52.0399 Accounting and Related Services, Other; 52.0401 Administrative Assistant and Secretarial Science, General; 52.0406 Receptionist; 52.0407 Business/Office Automation/Technology/Data Entry; 52.0408 General Office Occupations & Clerical Services; 52.0803 Banking and Financial Support Services; 52.1201 Management Information Systems, General (Based on Student's Career Pathway)

Business Technology Lab I is a career and technical education business course. The business technology curriculum provides instruction using current technology with an emphasis on the integration and application of communication, employability, industry certification, math, and language arts skills. Educational experiences will be based upon the student's individual career and educational goals. Business Professionals of America (BPA) is the co-curricular student organization associated with this course and integrates its programs and services into the business classroom. Through BPA, students will have the opportunity to participate/compete in business-related activities. Instructional strategies may include in-baskets, minibaskets, LAPS, workflow simulations, and field experiences (job shadowing, mentoring, and/or internships).

- Recommended Grade Level: 10-11
- Required Prerequisite: Computer Applications
- Recommended Prerequisite: Computer Applications, Advanced
- Credits: A two- to four-credit course over one school year
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- Course content standards and performance expectations and Indiana Academic Standards integrated at:
  http://www.doe.in.gov/octe/bme/curriculum/contentstandardsvoc.htm
- Teacher Requirements: A vocationally licensed (CTE) business teacher must teach this course: http://doe.in.gov/dps/licensing/assignmentcode
- Funding: State Additional Pupil Count (APC) vocational funding available and must be taught by a vocationally licensed (CTE) business teacher, http://www.doe.in.gov/octe/
- Career Clusters: A component for several career pathways in the Business, Management & Administration, Finance and Information Technology career clusters. A recommended component for career pathways in all Indiana career clusters
- Career pathway information: http://www.doe.in.gov/careerpathways

BUSINESS TECHNOLOGY LAB II

5240 *(BUS TECH II)*
CIP Code: 10.0303 Desktop Publishing and Digital Imaging Design; 11.0301 Data Processing and Data Processing Technology/Technician; 11.1004 Web/Multimedia Management and Webmaster; 22.0301 Legal Administrative Assistant/Secretary; 22.0302 Legal Assistant/Paralegal; 52.0204 Office Management & Supervision; 52.0207 Customer Service Management; 52.0302 Accounting Technology/Technician and Bookkeeping; 52.0402 Executive Assistant/Executive Secretary; 52.0501 Business/Corporate Communications; 51.0710 Medical Office Assistant/Specialist; 52.1299 Management Information Systems and Services, Other (Based on Student's Career Pathway)

Business Technology Lab II is a career and technical education business course. As a capstone program, this course prepares students for employment in business occupations and/or to continue study in a postsecondary institution. Educational experiences will be based upon the student's individual career and educational goals. Business Professionals of America (BPA) is the co-curricular student organization associated with this course and integrates its programs and services into the business classroom. Through BPA, students will have the opportunity to participate/compete in business-related activities. Instructional strategies will include in-baskets, minibaskets, LAPS, workflow simulations, real world experiences, school-based enterprises, industry certification, and field experiences (job shadowing, mentoring, and/or internships).

- Recommended Grade Level: 11-12
- Required Prerequisite: Business Technology Lab I or a minimum of 4 credits from other business courses
- Credits: A two- to four-credit course over one school year
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- Course content standards and performance expectations and Indiana Academic Standards integrated at:
  http://www.doe.in.gov/octe/bme/curriculum/contentstandardsvoc.htm
- Teacher Requirements: A vocationally licensed (CTE) business teacher must teach this course: http://doe.in.gov/dps/licensing/assignmentcode
- Funding: State Additional Pupil Count (APC) vocational funding available and must be taught by a vocationally licensed (CTE) business teacher, http://www.doe.in.gov/octe/
- Career Clusters: A component for several pathways in the Business, Management & Administration; Finance; and Information Technology career clusters. A recommended component for career pathways in all Indiana career clusters
- Career pathway information: http://www.doe.in.gov/careerpathways

BUSINESS COOPERATIVE EXPERIENCES
(RELATED INSTRUCTION/ON-THE-JOB TRAINING)

5260   *(BCE)*
CIP Code: Based on student's career pathway

Business Cooperative Experiences is a career and technical education business course that provides opportunities for students to gain skills and knowledge through on-the-job training and related classroom instruction. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. The classroom instruction may be a blend of both group and individual instruction planned and organized with activities focused on career objectives and on-the-job training. Instructional strategies may include in-baskets, minibaskets, LAPS, and workflow simulations. Students participating in these structured experiences will follow class, school, State, and Federal guidelines. Students will be paid in accordance with all State and Federal laws pertaining to employment. Credit will be granted for both the related instruction and on-the-job training. Business Professionals of America (BPA) is the co-curricular student organizations associated with this course and integrates its programs and services into the business classroom.

- Recommended Grade Level: 12
- Required Prerequisites: Computer Applications and/or Business Technology Lab I or II or a minimum of 4 credits from other business courses
- Credits: Grades and credits for related instruction and on-the-job training experiences are reflected under one course title for a total of six credits for the year. If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- Course content standards and performance expectations and Indiana Academic Standards integrated at:
  http://www.doe.in.gov/octe/bme/curriculum/contentstandardsvoc.htm
- Teacher Requirements: A vocationally licensed (CTE) business or marketing teacher must teach this course: http://doe.in.gov/dps/licensing/assignmentcode
- Funding: State Additional Pupil Count (APC) vocational funding available and must be taught by a vocationally licensed (CTE) business or marketing teacher,
  http://www.doe.in.gov/octe/
- Career Clusters: A recommended component for career pathways in the following Indiana career clusters:
  o Arts, A/V Technology & Communications
  o Business, Management & Administration
  o Finance
  o Government & Public Administration
  o Hospitality & Tourism
  o Human Services
  o Information Technology
  o Law, Public Safety, Corrections & Security
  o Marketing, Sales & Service
  o Science, Technology, Engineering & Mathematics
  o Transportation, Distribution & Logistics
- Career pathway information: http://www.doe.in.gov/careerpathways

Course Content Standards and Performance Expectations

BTL 1   Basic Business Skills

Note: While the following skills are prerequisites for Business Technology Lab I and II and Business Cooperative Experiences, the coordinator should continue to integrate these skills into the course.

BTL 1.1   Content Standard: Students use keyboarding skills to enter/format text and data.

Performance Expectation
BTL 1.1.1   Demonstrate basic keyboarding/formatting skills.

BTL 1.2   Content Standard: Students apply basic mathematical operations to solve problems.

Performance Expectations
BTL 1.2.1   Apply appropriate formulas and processes to solve mathematical problems.
BTL 1.2.2   Select and use appropriate tools when solving problems (e.g., paper, pencil, calculator, computer, numerical keypad, spreadsheet).

BTL 1.3   Content Standard: Students implement and maintain records management systems.

Performance Expectations
BTL 1.3.1   Explain primary records management systems.
BTL 1.3.2   Select appropriate records management system for specified situations.
BTL 1.3.3   Demonstrate ability to code, file, retrieve, transfer, and maintain information for specified records management systems.

BTL 1.4   Content Standard: Students exhibit the necessary skills to maintain equipment and supplies.

Performance Expectations
BTL 1.4.1   Identify equipment and supply needs.
BTL 1.4.2   Select, order, verify, and store/distribute supplies.
BTL 1.4.3   Demonstrate safe and effective equipment use.
BTL 1.4.4   Diagnose and report equipment and software problems.
BTL 1.4.5   Create and maintain inventory records

BTL 1.5   Content Standard: Students understand and apply the fundamentals of ergonomics and business/personal safety.

Performance Expectations
BTL 1.5.1   Use ergonomic principles to maximize performance.
BTL 1.5.2   Demonstrate proper safety procedures.

BTL 2   Communication Skills

BTL 2.1   Content Standard: Students communicate in a clear, courteous, concise, and correct manner in personal and professional situations.

Performance Expectations
BTL 2.2.1   Demonstrate ability to follow directions.
BTL 2.2.2   Compose logical, coherent phrases, sentences, and paragraphs that incorporate correct spelling, grammar, and punctuation.
BTL 2.2.3   Demonstrate courtesy, good manners, and language appropriate to the situation

when interacting with others.

BTL 2.2.4 Demonstrate appropriate meeting/greeting/introduction skills.

BTL 2.2.5 Compose various business documents, demonstrating correct style, content, format, and proofreading/editing skills.

BTL 2.2.6 Demonstrate proper techniques when using the telephone, facsimile, electronic mail, and voice mail to transmit and receive communications.

BTL 3   Information Technology Skills

BTL 3.1   Content Standard: Students select and use various software applications, including personal information management and industry-specific software.

Performance Expectations

BTL 3.1.1 Select software applications to prepare usable business documents/presentations.

BTL 3.1.2 Decide appropriate means to input/manipulate data (e.g., voice, handwriting, keyboard).

BTL 3.1.3 Select appropriate reference materials such as on-line help, tutorials, Internet, and manuals.

BTL 3.1.4 Use personal information management software to effectively organize daily routines.

BTL 3.1.5 Specify and apply various industry-specific software applications (inventory, payroll, accounting, etc.) to business situations.

BTL 3.2   Content Standard: Students install, upgrade, and maintain hardware/software systems.

Performance Expectations

BTL 3.2.1 Plan steps to assemble, remove, install, and upgrade various hardware components.

BTL 3.2.2 Diagnose/repair problems resulting from hardware installation and use.

BTL 3.2.3 Select appropriate reference materials such as on-line help, tutorials, Internet, and manuals.

BTL 3.2.4 Demonstrate installation/setup of various software applications.

BTL 3.3   Content Standard: Students create, categorize, and maintain data files in a logical manner for efficient access/retrieval.

Performance Expectations

BTL 3.3.1 Use relevant/logical file and directory names.

BTL 3.3.2 Sort files into appropriate folders/directories.

BTL 3.3.3 Review and remove files on a periodic basis.

BTL 3.4   Content Standard: Students instruct others on the use of equipment and software.

Performance Expectations

BTL 3.4.1 Support other users by assisting with problems or in learning new features/commands.

BTL 4   Financial Skills

BTL 4.1   Content Standard: Students apply the financial concepts required in the daily operation of a business.

Performance Expectations

BTL 4.1.1 Use manual and automated systems to complete financial functions.

BTL 4.1.2 Apply basic accounting functions including maintaining journals/ledgers and preparing/analyzing financial reports.

BTL 4.1.3 Create and maintain appropriate payroll records for both the employer and employee.

BTL 4.1.4 Demonstrate ability to utilize/maintain checking/savings accounts, petty cash funds, and budgets.

BTL 4.1.5 Create graphs and other statistical data to report financial information.

Note: For students with career goals in accounting, refer to the Content Standards and Performance Expectations for Accounting I and II.

BTL 5   **Problem Solving/Decision Making Skills**

BTL 5.1   **Content Standard:**   Students use critical thinking, decision-making, and problem-solving techniques to promote sound, effective business decisions.

Performance Expectations

BTL 5.1.1 Select and apply problem analysis techniques in the workplace.

BTL 5.1.2 Apply decision-making techniques in the workplace.

BTL 6   **Client/Customer Relations Skills**

BTL 6.1   **Content Standard:**   Students understand the need for and apply positive, professional client/customer relations skills.

BTL 6.1.1 Demonstrate a client-/customer-service mindset.

BTL 6.1.2 Evaluate client/customer inquiries.

BTL 6.1.3 Recommend methods for working with difficult clients/customers.

BTL 6.1.4 Interpret business policies for clients/customers.

BTL 7   **Information Management Skills**

BTL 7.1   **Content Standard:**   Students identify, organize, maintain, and analyze information to make sound business decisions.

Performance Expectations

BTL 7.1.1 Select on-line search engines, databases, and other Internet research tools to gather information.

BTL 7.1.2 Evaluate data from primary resources (such as personal interviews) and secondary resources (such as library and Internet).

BTL 7.1.3 Analyze/interpret statistical data/charts to make appropriate business decisions.

BTL 7.1.4 Sort, organize, process, and maintain information (written or computerized) in a systematic fashion such as note taking, transcription, minutes, and agendas.

BTL 8   **Managerial/Organizational Skills**

BTL 8.1   **Content Standard:**   Students develop and demonstrate managerial and organizational skills.

Performance Expectations

BTL 8.1.1 Identify and exhibit leadership qualities.

BTL 8.1.2 Plan realistic goals with appropriate time frames for completion.
BTL 8.1.3 Use time-management techniques when organizing, prioritizing, and completing assigned tasks.
BTL 8.1.4 Prioritize and delegate projects and monitor the performance of other employees.
BTL 8.1.5 Create/maintain calendar/schedule using manual and automated methods.
BTL 8.1.6 Plan meetings and make travel arrangements.

BTL 8.2   **Content Standard:**   Students perform the duties of human resources managers.

Performance Expectations
BTL 8.2.1 Recommend individual employees for specified positions.
BTL 8.2.2 Plan and conduct new employee orientation.
BTL 8.2.3 Assess employee performance.

BTL 9   **Career and Personal Success Skills**

BTL 9.1   **Content Standard:**   Students understand the need for/value of lifelong learning as it relates to career and personal success.

Performance Expectations
BTL 9.1.1 Identify skills and knowledge required to improve performance and/or upgrade position.
BTL 9.1.2 Participate in and understand the importance of involvement in professional/civic organizations and community service activities.
BTL 9.1.3 Discuss how health, motivation, and physical fitness affect performance.
BTL 9.1.4 Determine appropriate reactions to stressful situations.
BTL 9.1.5 Develop strategies to accommodate impending changes in the workplace.

BTL 9.2   **Content Standard:** Students understand and demonstrate effective interpersonal skills in diverse situations.

Performance Expectations
BTL 9.2.1 Formulate strategies for working effectively with co-workers of varying ages, abilities, and cultural and economic backgrounds.
BTL 9.2.2 Develop skills to give/receive constructive criticism.
BTL 9.2.3 Work effectively as a member of a team.

BTL 9.3   **Content Standard:** Students develop/reinforce employment strategies to make an effective transition from school to career.

BTL 9.3.1 Develop a personal/professional network to assist in the job search process.
BTL 9.3.2 Create necessary documentation for successful employment search.
BTL 9.3.3 Demonstrate the steps involved in the interview process.
BTL 9.3.4 Discuss appropriate oral and written steps in leaving a job (i.e., resignation, loss of employment, exit interviews).

BTL 9.4   **Content Standard:** Students apply the Code of Ethics in personal and professional situations.

BTL 9.4.1 Demonstrate ethical behavior.
BTL 9.4.2 Identify ethical considerations resulting from technological advances (e.g., computer hacking).
BTL 9.4.3 Describe the changing workplace as a result of labor legislation (drug testing, sexual harassment, safety, etc.).

Indiana Academic Standards
Integrated in Business Technology Lab and Business Cooperative Experiences

English/Language Arts

Standard 1
READING: Word Recognition, Fluency, and Vocabulary Development
10.1.1   Understand technical vocabulary in subject area reading.

Standard 2
READING: Reading Comprehension
10.2.3   Demonstrate use of sophisticated technology by following technical directions.
12.2.2   Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.
12.2.3   Verify and clarify facts presented in several types of expository texts by using a variety of consumer, workplace, public, and historical documents.

Standard 4
WRITING: Writing Process
10.4.1   Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively.
10.4.2   Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
10.4.5   Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.
10.4.6   Synthesize information from multiple sources. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.
10.4.7   Integrate quotations and citations into a written text while maintaining the flow of ideas.
10.4.8   Use appropriate conventions for documentation in text, notes, and bibliographies following the formats in different style manuals.
10.4.9   Use a computer to design and publish documents by using advanced publishing software and graphic programs.
10.4.11 Apply criteria developed by self and others to evaluate the mechanics and content of writing.
10.4.12 Provide constructive criticism to other writers with suggestions for improving organization, tone, style, clarity, and focus; edit and revise in response to peer reviews of own work.
11.4.1   Discuss ideas for writing with classmates, teachers, and other writers.
11.4.9   Use a computer to integrate databases, pictures and graphics, and spreadsheets into word-processed documents.
11.4.10 Review, evaluate, and revise writing for meaning, clarity, achievement of purpose, and mechanics.
11.4.12 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.

12.4.1   Engage in conversations with peers and the teacher to plan writing, to evaluate how well writing achieves its purposes, and to explain personal reaction to the task.
12.4.2   Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments.
12.4.3   Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes.
12.4.4   Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.
12.4.6   Use language in creative and vivid ways to establish a specific tone.
12.4.7   Develop presentations by using clear research questions and creative and critical research strategies, such as field studies, oral histories, interviews, experiments, and Internet sources.
12.4.10 Accumulate, review, and evaluate written work to determine its strengths and weaknesses and to set goals as a writer.
12.4.11 Revise, edit, and proofread one's own writing, as well as that of others, using an editing checklist.

Standard 5
WRITING: Writing Applications

10.5.5   Write business letters that:

- provide clear and purposeful information and address the intended audience appropriately.
- use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the intended audience.
- emphasize main ideas or images.
- follow a conventional style with page formats, fonts (typeface), and spacing that contribute to the documents' readability and impact.

10.5.6   Write technical documents, such as a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting that:
- report information and express ideas logically and correctly.
- offer detailed and accurate specifications.
- include scenarios, definitions, and examples to aid comprehension.
- anticipate readers' problems, mistakes, and misunderstandings.

10.5.8   Write for different purposes and audiences, adjusting tone, style, and voice as appropriate.
12.5.5   Write job applications and résumés that:
- provide clear and purposeful information and address the intended audience appropriately.
- use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
- modify the tone to fit the purpose and audience.
- follow the conventional style for that type of document (a résumé or cover letter of application) and use page formats, fonts (typefaces), and spacing that contribute to the readability and impact of the document.

12.5.6   Use varied and extended vocabulary, appropriate for specific forms and topics.
12.5.7   Use precise technical or scientific language when appropriate for topic and audience.
12.5.8   Deliver multimedia presentations that:

- combine text, images, and sound and draw information from many sources, including television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, and electronic media-generated images.
- select an appropriate medium for each element of the presentation.
- use the selected media skillfully, editing appropriately, and monitoring for quality.
- test the audience's response and revise the presentation accordingly.

Standard 6
WRITING: Written English Language Conventions
10.6.1   Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.
10.6.2   Demonstrate an understanding of sentence construction including parallel structure, subordination, and the proper placement of modifiers and proper English usage including the consistent use of verb tenses.
10.6.3   Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization
12.6.1   Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.
12.6.2   Produce writing that shows accurate spelling and correct punctuation and capitalization.
12.6.3   Apply appropriate manuscript conventions in writing including title page presentation, pagination, spacing and margins, and integration of source and support material, by citing sources within the text, using direct quotations, and paraphrasing.

Standard 7
LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications
10.7.2   Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes (stories about a specific event), or references to authoritative sources.
10.7.3   Recognize and use elements of classical speech forms (including the introduction, first and second transitions, body, and conclusion) in formulating rational arguments and applying the art of persuasion and debate.
10.7.4   Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
10.7.6   Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (including voice, gestures, and eye contact) for presentations.
10.7.7   Make judgments about the ideas under discussion and support those judgments with convincing evidence.
10.7.10 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.
10.7.16 Apply appropriate interviewing techniques that:
- prepare and ask relevant questions.
- make notes of responses.
- use language that conveys maturity, sensitivity, and respect.
- respond correctly and effectively to questions.
- demonstrate knowledge of the subject or organization.
- compile and report responses.
- evaluate the effectiveness of the interview.
12.7.1   Summarize a speaker's purpose and point of view, discuss, and ask questions to draw interpretations of the speaker's content and attitude toward the subject.

12.7.2 Use rhetorical questions (questions asked for effect without an expected answer), parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and artistic effect.

12.7.3 Distinguish between and use various forms of logical arguments, including:
- inductive arguments (arguments that are highly likely, such as *All of these pears are from that basket and all of these pears are ripe, so all of the pears in the basket are ripe*) and deductive arguments (arguments that are necessary conclusions based on the evidence, such as *If all men are mortal and he is a man, then he is mortal*).
- syllogisms and analogies (assumptions that if two things are similar in some ways then they are probably similar in others.)

12.7.4 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.

12.7.6 Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.

12.7.8 Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create effective productions.

12.7.9 Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertisements; perpetuation of stereotypes; and the use of visual representations, special effects, and language).

12.7.19 Deliver multimedia presentations that:
- combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- select an appropriate medium for each element of the presentation.
- use the selected media skillfully, editing appropriately, and monitoring for quality.
- test the audience's response and revise the presentation accordingly.

Algebra 1

A1.2 Linear Equations and Inequalities
A1.2.6 Solve word problems that involve linear equations, formulas, and inequalities.

A1.3 Relations and Functions
A1.3.1 Sketch a reasonable graph for a given relationship.
A1.3.2 Interpret a graph representing a given situation.

Algebra 2

A2.1 Relations and Functions
A2.1.8 Interpret given situations as functions and graphs

A2.10 Mathematical Reasoning and Problem Solving
A2.10.1 Use a variety of problem-solving strategies, such as drawing a diagram, guess-and-check, solving a simpler problem, writing an equation, and working backwards
A2.10.2 Decide whether a solution is reasonable in the context of the original situation

Social Studies

Sociology
Culture
S2.1   Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.
S2.7   Explain how various practices of the culture create differences within group behavior.

Social Groups
S4.6   Identify the various types of norms (folkways, mores, laws, and taboos) and explain why these rules of behavior are considered important to society.

Economics
Trade
E8.6   Compare and contrast labor productivity trends in the United States and other developed countries.